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ABSTRACT

This guide is designed to assist users in developing or modifying position descriptions for key Head Start jobs. It offers suggested formats for position descriptions and presents extensive lists of duties, functions, and responsibilities, which may be tailored by local programs to fit particular circumstances. The introduction provides information on the purposes and functions of position descriptions and guidelines on the use of the model position descriptions. The bulk of the document is comprised of the position descriptions and responsibilities for the following positions; (1) Head Start Director; (2) Education Coordinator; (3) Social Services Coordinator; (4) Parent Involvement Coordinator; (5) Health Coordinator; (6) Handicapped Coordinator; and (7) Fiscal Officer. (KDFB)

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A GUIDE TO
MODEL
HEAD START
POSITION DESCRIPTIONS*

SEPTEMBER, 1983

ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES
OFFICE FOR HUMAN DEVELOPMENT SERVICES
DEPARTMENT OF HEALTH AND HUMAN SERVICES

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HEAD START POSITION DESCRIPTIONS

Introduction

This guide has been prepared to help users develop or modify position descriptions for key Head Start jobs. The guide offers suggested formats for position descriptions and presents extensive lists of duties, functions and responsibilities.

While there seem to be many elements of Head Start jobs that are widely similar, each program's special structure and unique concerns result in differences in organization and management. These differences require that position descriptions be drafted to reflect these unique or special circumstances. So, while much of the guide may be relevant to local needs, users of the document will have to tailor their position descriptions to their particular circumstances.

Purposes and Functions of Position Descriptions

The two principal purposes of a position description are: (1) to describe the major duties, functions, responsibilities, and organizational relationships of a given job or position; and (2) to spell out what is expected of a person who is filling that job. The first purpose is an organizational one; that is, the position description is a translation of the organization's objectives into a specific division of labor that is aimed at ensuring that the goals and objectives of the program will be carried out.

The second principal purpose is an individual one. People need and want to know what is expected of them in terms of job performance. A clear position description tells an individual what the organization expects him or her to do.

Position descriptions can also be used:

- o to identify qualification requirements
- o to designate the nature and flow of work
- o to define lines of communication
- o to determine the level and nature of supervision received and provided
- o to identify staff training needs

Position descriptions are fundamental to a personnel management system. They document organizational and individual responsibilities. They are useful tools for assuring that members of the program team are assigned duties and functions that will carry out the program's missions and objectives in accordance with applicable policies, regulations, and Performance Standards.

How To Use The Model Position Descriptions

Since there is probably no "typical" Head Start program, the model position descriptions that follow should be viewed as an aid in the development of position descriptions for your program rather than as "ready-to-use" material. Each position description requires modification based on program context, size and needs. The description of specific tasks will necessarily differ according to program structure even if the titles or areas of responsibility are the same. A Head Start Director at the grantee level for a large program with many delegates may have different responsibilities than a Head Start Director of a small program. Likewise, the description of a coordinator position will differ among programs because of the specific needs that each program will have with regard to specific components.

In addition, the relationship among positions must be taken into account, and all the activities and services described in the Performance Standards, regulations and policies must be assigned. When specific duties are assigned to more than one staff member, clarification should be provided as to how these assignments interrelate.

Qualification standards for Head Start positions will also reflect local needs. The standards included with the Director position description reflect the knowledge, skills and experience that are usually considered. Specific qualifications regarding experience in administration versus program content, for example, may be determined by current staffing patterns, organizational needs and structure. Qualification standards for the other positions are not included in this guide as each locality has its own set of state and local qualification requirements within which decisions are made regarding the emphasis to be given each position.

Two other elements, Supervision Received and Supervision Provided, are also so program specific that they defy generalization and have been left blank. We urge users of these models to include these by describing their local supervisory relationships within the body of their position descriptions.

Periodic revision of position descriptions is vital to a meaningful personnel system. There may be shifts in work responsibilities, changes in leadership or other personnel, changes in regulations, modifications to program goals or structure and other such adjustments that may alter the duties and responsibilities of one or more staff positions.

HEAD START DIRECTOR

The Head Start Director has full responsibility for planning, directing and administering the Head Start Program. The Director plans, organizes and monitors program operations, functions, activities, services, and staff. The Director is responsible for program planning, program development, program management, self evaluation and ongoing community relations.

SUPERVISION RECEIVED

The Head Start Director reports to

SUPERVISION EXERCISED

The Head Start Director directly supervises the work of

MAJOR DUTIES/FUNCTONS/RESPONSIBILITIES

A. Planning and Setting Objectives

1. Plans, formulates, coordinates and implements the Head Start program plan. Provides the direction and leadership for all components.
2. Interprets all governmental statutes, regulations, transmittal notices and memorandums pertaining to the Head Start Program. Develops policies and operating procedures based on this guidance.
3. Coordinates efforts to ensure that the program meets its in-kind and volunteer requirements.

4. Designs, coordinates, and updates community needs assessments and develops goals and options based on the resulting information.
5. Prepares grant application and explains it to staff, policy groups, parents and community.
6. Develops and recommends plans consistent with the overall mission of the grantee/delegate agency's Head Start program.
7. Directs program operations in a manner consistent with the requirements of contractual agreements, laws, regulations and funding documents.
8. Directs the development of program financial plans and budgets including operating costs, capital and extraordinary expenditures, and submits consolidated annual budgets to the Board of Directors, Parent Policy Council/Committee and funding sources for approval.

B. Organizing

9. Responsible for the development and implementation of a fiscal accounting management system that will include monitoring budget expenditures and budget revisions, property procurement and inventory control; participates in the audit entrance and exit interviews; works to resolve audit exceptions and implement management recommendations.
10. Develops the necessary systems and procedures to assure implementation of program coordination. Assists component directors in preparing and updating component plans.
11. Establishes operating and administrative policies and procedures to assure efficient program operation and compliance with all contractual terms, conditions and obligations.
12. Controls and coordinates operations and activities and approved action plans.
13. Presides at various meetings of staff personnel and special committees to obtain guidance, provide leadership and coordinate the activities of these groups to the best interest of the agency and program.

14. Develops and coordinates an administrative organization plan and delegates tasks to staff to carry out the plan.
15. Develops and maintains clear-cut lines of authority and channels of communication.

C. Motivating and Communicating

16. Serves as an advocate for the Head Start Program. Promotes good public relations by serving on boards, committees, and participating in community activities.
17. Periodically convenes Head Start Agency managerial and supervisory staff for planning, management and review purposes.
18. Serves as liaison between program agency, board, grantee, policy groups, councils, and community agencies.
19. Fosters shared decision making with the policy council/committee. Works closely with that group to ensure organization, training and effective operation in accordance with Transmittal Notice 70.2, The Parents.
20. Provides periodic written documents and program reports to the grantee administration, policy council, ACYF Regional Office and other agencies.
21. Assists in the formulation of policy in an advisory capacity and prepares information to be considered in the determination of policy.
22. Develops plans for utilization of community resources. Initiates and maintains needed liaison and works closely with public and private agencies that can provide supporting services to Head Start families.

D. Measuring and Evaluating

23. Implements internal and external reporting systems and procedures for monitoring and controlling fiscal and programmatic activities.
24. Develops, implements and maintains an ongoing evaluation system to ensure quality control of the total Head Start program including fiscal accountability and cost-effectiveness.

25. Utilizes evaluation data to maintain, correct and/or improve delivery of program services.
26. Studies policies, methods and procedures and modifies or makes recommendations for modification as is necessary for the proper functioning of the program.
27. Works closely with the Federal Regional staff to ensure effective delivery of services.

E. Developing Staff

28. Develops personnel policies for submission to and approval by the board, parents' committee and grantee.
29. Assigns, develops, trains, supervises, and evaluates program staff and their work. Reviews and makes recommendations on personnel actions such as employment, retention, promotion and termination.
30. Establishes CDA and other career development opportunities for parents and staff. Develops and implements in-service training and technical assistance plan.

POSSIBLE QUALIFICATIONS OF HEAD START DIRECTOR

Knowledge

1. Knowledge of principles of management and administration.
2. Knowledge of the principles of human development and the learning process.
3. Knowledge of the functions of social service grantee agencies.
4. Knowledge of the principles, practices and objectives of Head Start programs or comparable preschool child development programs.
5. Knowledge of budget preparation, control methods and administrative analysis.
6. Knowledge of pertinent federal, state, city and other necessary laws, rules, regulations and guidelines.

Skills

1. Ability to write grants, letters and plans.
2. Ability to relate well to and co-ordinate with the people being served.
3. Ability to solve problems.
4. Ability to communicate effectively.
5. Ability to gather and analyze data and make concise, accurate reports and recommendations.

Experience

The Director must be an experienced administrator with an understanding of Child Development theories and practices.

The Director must have expertise in fiscal and program management with at least three (3) years of actual experience.

Academically, the Director shall _____

EDUCATION COORDINATOR

The Education Coordinator supervises and provides training to all teaching personnel, develops curricula and provides educational resources for staff and parents. The Education Coordinator is responsible for all aspects of classroom and education program requirements.

SUPERVISION RECEIVED

SUPERVISION EXERCISED

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

A. Administration and Management

1. Carries out goals, policies, and activities designed to implement educational objectives and performance standards.
2. Updates the annual education plan in conjunction with the policy council, parents, and other center staff.
3. Assists in the preparation of budget and recommends allocation of funds for supplies and equipment.
4. Participates in the conduct and analysis of the community needs assessment.
5. Assists in the development of the educational program design based on the needs assessment.
6. Makes recommendations regarding personnel actions for teaching staff in accordance with agency policies and procedures.
7. Prepares annual assessment of equipment and material needs.

B. Coordination

8. Plans the educational program with an interdisciplinary team of staff, parents, and other component specialists, and supervises the implementation of the planned activities in accordance with performance standards.
9. Plans and assists teaching staff in implementing parent involvement in the education program, both in the classroom and in the home.
10. Assists in the coordination of other components with the educational component. Meets regularly with other coordinators to share information and coordinate efforts to implement performance standards.
11. Recruits, organizes, assigns and supports classroom volunteers.

C. Evaluation and Monitoring

12. Develops and implements a plan and system of monitoring and evaluation of activities and staff.
13. Reviews and evaluates existing program with teams of parents, council members and staff to enhance compliance with the performance standards and regulations.
14. Supervises and evaluates teachers and aides to ensure that component goals and objectives are monitored and achieved.
15. Determines areas of weakness and takes corrective action or makes recommendations for corrective action.
16. Studies and prepares recommendations on instructional materials, teaching, and related equipment.

D. Employee Development and Consultation

17. Supervises, coordinates, and assists teaching staff in implementation of educational program.
18. Conducts periodic personnel evaluations as required by agency personnel policies.

19. Participates in the conduct of training needs assessment for teaching staff and serves as advisor to the career development committee.
20. Reviews component training for compliance with parent and staff training needs assessment and performance standards.
21. Assists in the design, development and delivery of in-service training programs and orientation for teaching staff.
22. Conducts classroom visits for the purpose of observing classroom activities and provides on-site consultation to teaching staff.
23. Assists and monitors teacher activities in planning home visits and parent meetings.
24. Confers regularly with teaching staff regarding behavioral or learning problems and recommends methods of modifying inappropriate behavior and encouraging learning.
25. Provides career development counseling to teaching staff and encourages and suggests in-service training, formal education and other opportunities to increasing job productivity and career advancement.

E. Provision/Assurance of Services

26. Assists staff in the development of individual education plans.
27. Ensures staff and program resources reflect the multicultural diversity of the children in the program.
28. Routinely inspects center facilities for health, safety, fire and occupancy violation and take necessary corrective action.
29. Identifies and reports and provides for supportive services in child abuse cases working in conjunction with social services coordinator.
30. Establishes and maintains linkages with public schools.

SOCIAL SERVICES COORDINATOR

The Social Services Coordinator plans, develops, implements, and coordinates the Head Start social services program. The Coordinator is responsible for establishing a system for identification of families and children in need of social services and implementing program activities to meet the needs.

SUPERVISION RECEIVED

SUPERVISION EXERCISED

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

A. Administration and Management

1. Carries out goals, policies, and activities designed to implement social service objectives and performance standards.
2. Updates the annual social services plan in conjunction with the policy council, parents, and other center staff.
3. Assists in the preparation of budget based on component plan.
4. Participates in the conduct and analysis of the community needs.
5. Assists in the development of the social services program design based on the needs assessment.
6. Makes recommendations regarding personnel actions for social services staff in accordance with agency policies and procedures.
7. Directs activities of social services staff in providing direct services to families and in making necessary referrals.

8. Directs the staff in the recruitment, screening and enrollment of eligible children.
9. Establishes an annual schedule of home visits to Head Start families and makes assignments to social service personnel.
10. Directs and coordinates the development and annual updating of an inventory of community social services.

B. Coordination

11. Plans the social services program with an interdisciplinary team of staff, parents, and other component specialists, and supervises the implementation of the planned activities.
12. Assists in the coordination of other components with the social services component. Meets regularly with other coordinators to coordinate efforts to implement performance standards.
13. Acts as liaison between community agencies and Head Start families and staff.
14. Develops referral systems and procedures between Head Start and community agencies.
15. Coordinates all social service referrals and follow-up.
16. Develops a cross-reference file of cases between various components of the total Head Start program; coordinates activities with other components.
17. Coordinates home visits to Head Start families made by all program components.
18. Facilitates referrals with counterparts in other agencies.

C. Evaluation and Monitoring

19. Develops and implements a plan and system of monitoring and evaluation of activities and staff.
20. Reviews and evaluates existing program with teams of parents, council members and staff.
21. Supervises and evaluates social services staff.
22. Determines areas of weakness and makes recommendations for corrective action.

23. Designs and maintains a formal system of follow-up of family referrals to community service agencies.
24. Prepares monthly social services reports for agency management.
25. Establishes and maintains standards for the use of social service forms and reporting procedures.
26. Implements a reporting procedure to include contacts with families and action taken.
27. Establishes and maintains a current record-keeping system with adequate provisions for confidentiality.

D. Employee Development and Consultation

28. Supervises, coordinates, and assists the social services staff in the implementation of the social services program. Assigns recruitment duties, family caseloads, and related duties.
29. Conducts periodic personnel evaluations.
30. Participates in the conduct of training needs assessment for social service staff.
31. Assists in the design, development, and delivery of in-service training programs and orientation for the social service staff.
32. Assists social service staff members through individual and group conferences in analyzing case problems.
33. Provides career development counseling to social service staff and encourages and suggests training opportunities related to increasing job productivity and career advancement.
34. Trains staff in the identification of child abuse and neglect and their responsibility under applicable state and local laws.
35. Plans, develops and implements in-service training for all staff, focusing on how to identify and assist families and children in need of social services.

E. Provision/Assurance of Services

36. Assists staff in determining individual family needs and developing a plan with the family to meet these needs.
37. Serves as a resource person to staff and parents to provide supplemental services to families and children.
38. Secures resources required to meet the social services needs of children and their families.
39. Develops and implements a plan to refer families for emergency assistance or crisis intervention.
40. Provides direct individual and/or group counseling.
41. Provides advocacy for social services that are unavailable to Head Start families by acting as a catalyst to facilitate action and by helping parents become active advocates for their children.

PARENT INVOLVEMENT COORDINATOR

The Parent Involvement Coordinator is responsible for the design, implementation, and supervision of all parent activities. The Coordinator insures compliance with applicable performance standards, and organizes parent groups and committees necessary for parent involvement in Head Start policy formulation and implementation.

SUPERVISION RECEIVED

SUPERVISION EXERCISED

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

A. Administration and Management

1. Plans, formulates, and carries out goals, policies, and activities designed to implement parent involvement objectives, performance standards, and I-30 Instructions.
2. Updates the annual parent involvement plan in conjunction with the policy council, parents, and other center staff.
3. Works with policy council, committees and staff in developing and implementing the parent involvement program.
4. Participates in the conduct and analysis of the community needs assessment.

5. Provides a planned program of experiences and activities which support and enhance the parental role as the principal influence in their child's education and development.
6. Facilitates direct involvement of parents in program planning, implementation and evaluation, including decision-making responsibilities and active participation in the classroom.
7. Assists in recruiting, training, assigning, and scheduling parent volunteers.

B. Coordination

8. Plans the parent involvement program with the interdisciplinary team of staff, parents, and other component specialists and supervises the implementation of the planned activities.
9. Assists staff in designing and implementing a comprehensive, well-integrated plan for involving parents in all components.
10. Assists in the coordination of other components with the parent involvement component. Meets regularly with other coordinators to coordinate efforts to implement performance standards.
11. Identifies and informs parents of available community resources in coordination with social services and health component staff.
12. Assists teachers in establishing meetings with parents to discuss the child's physical, social/emotional, and intellectual progress.
13. Consults with administrators and staff to determine program needs for various volunteer services.
14. Informs all staff and families of the goals and objectives of the parent involvement program.

C. Evaluation and Monitoring

15. Develops and implements a plan and system of continuous monitoring and evaluation of parent involvement activities.
16. Reviews and evaluates existing program with teams of parents, council members and staff.
17. Establishes and maintains a calendar of parent activity projects and meetings, including dates of home visitation.

18. Implements a record-keeping system as part of the component plan which guarantees that appropriate information is available for parents' review.
19. Prepares and submits reports of parent involvement activities, in-kind contributions and volunteer hours. Keeps policy council bylaws and minutes up-to-date.

D. Parent Development and Consultation

20. Designs and delivers, with contributions from other Head Start staff, training for parents on child development concepts and parent's duties and responsibilities under instruction I-30.
21. Coordinates and schedules parent training in health, mental health, dental and nutritional education.
22. Identifies, informs and assists parents in using education and training opportunities.
23. Assists parents in developing and scheduling their own social and developmental activities.
24. Orients and trains parent volunteers prior to their assignment.
25. Encourages and supports parent interest groups in addressing community needs.
26. Plans and develops a communications system among program management, staff and parents.
27. Works with staff to facilitate acceptance of parents' contributions to program development.

HEALTH COORDINATOR

The Health Coordinator is primarily responsible for the organization and administration of health services, including medical, dental, mental health, and nutrition services. The Health Coordinator supervises the health workers and is responsible for career development and training relating to health services for all staff and the development of a management system for the total health services program.

SUPERVISION RECEIVED

SUPERVISION EXERCISED

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

A. Administration and Management

1. Carries out goals, policies, and activities designed to implement objectives and performance standards.
2. Updates the annual health plan in conjunction with the policy council, parents, and other center staff.
3. Assists in the preparation of budget which includes allocation of funds for medical, dental, nutrition supplies and equipment and mental health services.
4. Maintains individual health records of all children.

5. Develops policies and procedures for responding to medical and dental emergencies.
6. Reviews, evaluates, and interprets health records, vital statistics and other data affecting health service.

B. Coordination

7. Plans the health program with an interdisciplinary team of staff, parents, and other component specialists, and supervises the implementation of the planned activities.
8. Plans and assists teaching staff in implementing a health education curriculum, obtaining input from other staff and parents.
9. Assists in the coordination of other components with the health component. Meets with other coordinators to coordinate efforts to implement performance standards. Works closely with nutrition and mental health coordinators and staff.
10. Organizes Health Services Advisory Committee.
11. Develops a list of local health resources, a system to use these resources, and establishes working relationships with local providers through contractual agreements, as appropriate.
12. Serves as liaison to health community.
13. Serves as advocate for child health.

C. Evaluation and Monitoring

14. Develops and implements a plan and system of continuous monitoring and evaluation of activities and staff.
15. Reviews and evaluates existing program with teams of parents, council members, and staff.
16. Supervises and evaluates health aides.
17. Determines areas of weakness and makes recommendations for corrective action.
18. Monitors the preparation and maintenance of health records to ensure that they are complete and current.

D. Employee Development and Consultation

19. Supervises, coordinates, and assists staff in implementation of the health program.
20. Conducts periodic personnel evaluations.
21. Plans and conducts or arranges for training for staff concerning health education, first-aid, and emergency medical procedures.
22. Provides orientation and guidance to health staff, requesting training and technical assistance as needed.

E. Provision/Assurance of Services

23. Promotes preventive health services and early intervention.
24. Directs health staff in obtaining or arranging for health screening examinations and treatment as required by performance standards.
25. Assists, as appropriate, with the screenings of handicapped children.
26. Submits reports on special needs of children and recommendations and referrals for health observation.
27. Investigates health problems as referred by teaching staff. Records findings and formulates plan based on patient's condition.
28. Identifies, reports, and provides supportive services in child abuse cases, working in conjunction with social services coordinator.
29. Counsels parents concerning specific family health problems.
30. Designs and conducts health education for parents.
31. Promotes, in conjunction with other Head Start staff, active parent involvement in the total Head Start health program.
32. Assists in linking the family to an ongoing health care system and assists family in assuming responsibility for health care of child and family.
33. Promotes health and safety practices in the program.

HANDICAPPED SERVICES COORDINATOR

The Handicapped Services Coordinator designs, coordinates and implements the handicapped effort for the Head Start Program. The Coordinator is responsible for the recruitment, enrollment and arranging for delivery of services for children with special needs.

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

1. Organizes and coordinates the program's handicapped services effort which includes, recruitment, enrollment, diagnosis and provision of services.
2. Develops the plan and PA 26 budget for the program's handicapped services effort which will meet the needs of handicapped children and their families in accordance with the performance standards.
3. Obtains a diagnostic report and confirmation of the handicapping condition by the appropriate professional and provides follow-up plan for assistance. Discusses diagnosis with parents.
4. Coordinates with an interdisciplinary team, including teaching and other component staff and parents in developing an IEP for each handicapped child.
5. Coordinates conferences and staffing regarding handicapped children in the program.
6. Consults regularly with parents and staff on progress of the handicapped program and the individual children enrolled in the program.
7. Arranges, coordinates and monitors contractual and donated services of community agencies.
8. Conducts training for staff and parents to provide skills to meet the special needs of handicapped children.
9. Seeks out and coordinates specialized staff training provided by outside agencies.

10. Maintains a resource library of handicapped resources such as publications and films for training and circulation purposes.
11. Supervises specialists employed to work with handicapped children, and assists teaching staff involved with handicapped children.
12. Provides advocacy in the community for both the Head Start program and services to the handicapped.
13. Provides or assures transportation of handicapped children.
14. Determines training and technical assistance needs of program staff relative to special needs, and requests training and trained assistance to meet needs.

HEAD START FISCAL OFFICER

The Fiscal Officer establishes overall program accounting, budgeting, and financial reporting policies and procedures which will provide effective control and satisfy informational requirements of senior program officers, line and staff management, independent auditors and government agencies.

MAJOR DUTIES/FUNCTIONS/RESPONSIBILITIES

1. Directs the development and evaluation of financial control programs and procedures.
2. Assures the accurate and consistent recording and reporting of financial data.
3. Assures the proper maintenance of control systems to safe-guard program assets and to effectively monitor operations.
4. Reports monthly on expenditures by line item, comparing financial performance of operations with operating plans and standards.
5. Provides advice to ensure that all incurred costs are allowable.
6. Develops chart of accounts and makes expenditures according to categories defined in coordination with Program Director.
7. Assists in developing annual budgets and financial statements.
8. Identifies and accounts for revenue sources and streams.
9. Designs and maintains time, attendance, payroll and fiscal systems.
10. Reports significant trends and variations and contributes toward the formulation of future policies and strategies.

11. Initiates and directs in coordination with other staff and parents cost studies and comparative analyses of alternative operating strategies.
 12. Investigates opportunities for improving or further routinizing existing accounting, budgeting, and reporting systems.
 13. Assists the independent auditor as necessary.
 14. Assists in the resolution of audit exceptions and the implementation of auditors' recommendations.
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